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| |  |  | | --- | --- | | **Title: UbD Course Plan** | **Subject/Course: English Language Arts** |  |  |  |  | | --- | --- | --- | | **Topic: Gender Construct** | **Grade: 9** | **Teacher: Caitlin Higgins** | | |
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| **Stage 1 - Desired Results** | |
| **Established Goals:**  **NYS Common Core Standards**  Reading Standard 1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   1. (Informational Text) – Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).   Reading Standard 2 – Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  Reading Standard 3 – Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  Reading Standard 8 – Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.  Writing Standard 1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  Writing Standard 2 – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.  Writing Standard 4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  Writing Standard 6 – Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and display information flexibly and dynamically.  Writing Standard 7 – Conduct short research projects to answer a question; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  Writing Standard 9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.  Speaking and Listening Standard 1 – Initiate and participate effectively in a range of collaborative discussions (one-on-one, groups, teacher-led) with diverse partners on *grade 9 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.   1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.   Speaking and Listening 4 – Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.  Speaking and Listening 5 – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | |
| **Understandings:**   * Students will understand that authors construct texts with a specific agenda in mind. * Students will understand that character development and gender roles coincide with one another. * Students will understand that texts either reaffirm or challenge gender role expectations. | **Essential Questions:**   * How do select 21st century texts position gender roles in our society? * How does accepting characters’ gender roles normalize and reaffirm society’s expectations? Why is this a problem? How can this be challenged? |
| **Students will know…**   * An author creates a text with some sort of intent and agenda in mind. * Texts are persuading. * The importance of reflecting and challenging a text (critical stance). * Characters and gender (roles) hugely coincide with one another in the development of a text. | **Students will be able to…**   * Question and determine an author’s intent and the text’s agenda. * Analyze characters’ gender roles through their actions, interactions, other perceptions, etc. * Determine how a text positions gender and what it is saying (reaffirming or challenging) and what it is not saying. |
| **Stage 2 - Assessment Evidence** | |
| **Performance Tasks –**   * Students will choose a position to an overarching essay question to be explored and developed further in a 5 page paper. * Students will conduct research, choose in-class texts, and synthesize information to prove and support a position. * Students will orally share a brief synopsis of their papers (i.e. positions and supporting points) in a way that fosters public speaking skills (persuading, interesting, brief, etc.). | **Other Evidence –**   * Students will participate in in-class discussions on readings, topics, etc. * Students will engage in two Socratic Seminars (either as leaders and/or as contributing members). * Students will bring in each week a real-life encounter of something involving gender roles to discuss in small groups (brief write-up). * Students will engage in writing prompts to think about various issues involving gender roles and the texts they are reading. * Students will group/peer edit their papers through GoogleDocs. |
| **Stage 3 - Learning Plan** | |
| **W**=Teacher will help the students know where the unit is going and what is expected. The teacher will know where the students are coming from (prior knowledge, interests.  **H**= Teacher will hook all students, and hold their interest with daily essential questions.  **E**=Teacher will equip students, help them experience the key ideas, and explore the goals and objectives.  **R**=Teacher will provide opportunities to rethink and revise their understandings and work.  **E**=Teacher will allow students to evaluate their work and its implications.  **T**=Unit will be tailored (personalized and differentiated) to the different needs, interests, and abilities of learners.  **O**=Units will be organized to maximize initial and sustained engagement as well as effective learning. | |